

Documents on Diplomacy: Lessons

Introducing a New Order of Things: International Organizations

Standard: II. Time, Continuity, and Change
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Analyze the motives for creating international organizations
- Follow the historical development of international organizations
- Apply primary documents to world organizations
- Interpret the Bretton Woods Agreement

Time: 1 class period

Materials: Documents: **1943** *The Fulbright Resolution*
1944 *Excerpts from the Bretton Woods Agreement*
1946 *Excerpts from the Constitution of the World Health Organization*

Resources: *Oh, What a Difference a Second World War Can Make! (Background information about Bretton Woods and the UN Conference)*

Procedures:

Activity 1:

1. Provide students with the document, *The Fulbright Resolution* (Note: James William Fulbright was a U.S. Senator representing Arkansas from 1945 to 1975 and was the longest serving chairman of the Senate Foreign Relations Committee. He also founded the Fulbright Program.)
2. Have a student read the resolution aloud. Ask all students;
 - a. Which government institutions approved this resolution?
 - b. What is “appropriate international machinery?”
 - c. The government is endorsing what action by the United States?
 - d. What is the historical significance of this resolution?
 - e. Create a version of this Resolution in your own words.
3. Provide information from or distribute copies of the resource. *Oh, What a Difference a Second War Can Make!*

4. Have students read Sections I, II, and III. Ask them to compare this information with the story of Woodrow Wilson and the League of Nations.
 - a. How do the post-war eras differ?
 - b. What makes the efforts at creating an international organization easier for FDR/Truman than for Woodrow Wilson?
 - c. What is the role of partisan politics when comparing the two war eras?
 - d. How did Woodrow Wilson pave the way for the United Nations? Or did he?

Activity 2:

1. Provide students with the document, *Excerpts from the Bretton Woods Agreement*.
2. Review the background information from Section II of resource, *Oh, What a Difference a Second World War Can Make!*
3. Read the *Excerpts from the Bretton Woods Agreement*. Have students identify the organization(s) referenced in the document.
4. Refer students to these sites for information about the World Bank and the International Monetary Fund:
 - a. <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,pagePK:50004410~piPK:36602~theSitePK:29708,00.html>
 - b. <http://www.imf.org/external/about/history.htm>
5. Both the World Bank and the International Monetary Fund are affiliated with the United Nations. However, they prefer to function under their own formats. Why is this "distance from the U.N." considered necessary by these institutions?

Activity 3:

1. Distribute copies of the document, *Excerpts from the Constitution of the World Health Organization*.
2. Ask students:
 - a. What is the relationship of the WHO to the United Nations?
 - b. Determine the meaning of a specialized agency.
 - c. State the apparent purpose of the WHO.
 - d. Compile a list of at least five specific health measures addressed by the organization.
 - e. Based on the Excerpts, create a motto for the WHO. Be sure that it clearly states the primary purposes of the agency.

3. Explain to students that the World Bank, IMF, and the WHO are independent agencies linked to the UN by cooperative agreements. The United Nations has its own additional agencies and programs. For example: UNICEF (United Nations Children's Fund), UNDP (United Nations Development Program), UNESCO (United Nations Educational, Scientific, and Cultural Organization), UNHCR (United Nations High Commissioner for Refugees), UNWRA (United Nations Works and Relief Agency), etc. ■